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ABSTRACT

A competency examination was developed to assist in certification as well as to increase the supply of vocational business and office education teachers. The rationale for the examination was derived from reviewing literature and gathering information from 12 states, 25 coordinators, special meetings, and before-and-after questionnaires completed by 41 graduate students. The examination consists of three parts designed to test competencies in technical content and skills, professional vocational teacher education, and work experience. Suggestions are given for the type of examination to test each competency area as well as for administering procedures. The letter of inquiry, mailing list, and supplementary comments are appended. (SB)

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Vocational Competency Examination for Preparatory Teachers and Teacher Coordinators in Vocational Business and Office Education 1970

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A STUDY BY THE UNIVERSITY OF MICHIGAN ON EXAMINATION OF VOCATIONAL COMPETENCY FUNDED BY THE DIVISION OF VOCATIONAL EDUCATION.

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And to the seventy teachers and teacher coordinators who responded to our questionnaire and/or interview.

Edwin J. Weber, Project Director
Larry L. Everett, Research Associate

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VOCATIONAL COMPETENCY EXAMINATION FOR PREPARATORY TEACHERS AND TEACHER COORDINATORS IN VOCATIONAL BUSINESS AND OFFICE EDUCATION

Introduction

Frequently, in the past, supply of program personnel in business and office occupations programs has not met the demand. This statement has been especially true since the provisions of the Vocational Education Act of 1963 have become operative. Usually, the educational and work experiences required for vocational certification have been set with a view toward encouraging the best qualified practicing teachers of nonreimbursed programs to become vocationally certified. The prescriptions of formal requirements for vocational certification, however, have at times provided unnecessary hurdles for the career teacher coordinator. The intent of these hurdles frequently have been met by the professional teacher through his daily contacts with the business community or through personal study. A competency examination in lieu of prescriptions is a means of obtaining the services of these well-qualified persons on vocational programs.

Public Law 90-576 (Amendments to the Vocational Education Act of 1968) charges the individual state plans for vocational education to include provisions for determining minimum qualifications for vocational education personnel in the following paragraph:

> "(7) Provides minimum qualifications for teachers, teacher-trainers, supervisors, directors, and other personnel having responsibilities for vocational education in the State and the policies and procedures developed to improve the qualifications of such personnel and to insure that such qualifications continue to reflect a direct relationship with the need for personnel in vocational education programs carried out under the State plan;"[1]

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[1] Public Law 90-576, 90th Congress, H. R. 18366, October 16, 1968, Amendments to the Vocational Education Act of 1963, p. 12.

In accordance with the above, the Michigan State Plan for Vocational Education has included a provision which recognizes the potential of the competency examination as one way of insuring that mininum qualifications for vocational education personnel are present in applicants for vocational teacher or teacher coordinator certification:

> "If a candidate (Instructional Personnel, Secondary) does not meet the standards as outlined above, an evaluation of competency will be made by the Department of Education. The Department will determine the adequacy of his combined education, occupational and teaching experience, in relation to the requirements set forth in the above."[2]

The general requirements for vocational teacher certification set forth in the State Plan are (1) "Shall possess or be eligible to possess a valid Michigan vocational teaching certificate for the occupational area concerned and shall possess a Baccalaureate Degree from a recognized college or university with a major or minor in the field of specialization or equivalent graduate credits to substitute for required major or minor. When a state license is required in specialized fields, this license must be obtained prior to employment; and (2) Shall have a minimum of two years of experience in the occupational area concerned or shall have approved by the Department of Education a planned equivalent program of directed supervised occupational experience. Such occupational experience will be characterized by its relevancy and recency."[3]

While the intent of vocational certification requirements in the State Plan is one of securing well-qualified personnel, the validity of some of the prescriptions is open to question. For example, that a program person must have one-, two-, or three-years of relatively recent work experience to receive vocational certification is an arbitrary prescription. We have no evidence that any prescribed amount of work experience is a necessity for vocational personnel competency. It is conceivable that a perceptive teacher without work experience may have "caught" more of the essence of current business from daily contact and professional reading than some plodder with 10 or even 15 years of experience. A competency examination in business and office occupations provides an avenue for well-qualified individuals who may not meet specific prescriptions to make their contribution to the program.

[2, 3] Michigan State Plan for Vocational Education, 1969-70.

Vocational teacher and teacher coordinator certification requirements at this time are "paper" requirements. By this is meant that if course and work experience requirements are met, vocational certificates are issued based on the number of credit hours amassed and the total number of hours of work experience listed. It is apparently assumed that these paper credentials carry with them the needed competencies. The above requirements are divided into three areas:

1. Professional Vocational Teacher Education Courses, including such courses as Principles, Methods, Coordination Techniques, Administration and Supervision of Vocational Education, and the like.
2. Appropriate Technical Content Courses, including such courses as typewriting, shorthand, bookkeeping and accounting, machines, etc.
3. Work Experience Other Than Teaching, which includes recent, relevant occupational experience in the field for which vocational certification is sought.

The problem in the development of a vocational competency examination is to determine the needed competencies based, in part, on the expected outcomes of the three categories of experiences listed above. If this can be done successfully, a measurement instrument and a procedure for its administration can then be attempted. This project represents the first effort to do this in the field of business and office education.

How will the competency examination results be utilized? Kazanas, who has done extensive work with trade and industrial competency examinations, writes:

> "If competency examinations are put to maximum use, they will be very effective in: (1) determining the technical knowledge and skills of vocational teacher candidates; (2) increasing the number of vocational teachers; (3) indicating the areas of weakness of those who failed the examination; (4) improving the quality of the teacher."[4]

Benson[5] contributes the idea that a competency examination also serves the individual such that generally promising teachers with specific weaknesses may be guided to success.

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4 H. C. Kazanas and L. D. Kieft. An Experimental Project to Determine More Effective Vocational Teacher Certification Procedures in Michigan by Competency Examinations, Ypsilanti, Michigan: University Press, Eastern Michigan University, ERIC Accession No. 013-884, August, 1966.

5 Arthur L. Benson. Examinations and the Advancement of Teaching, paper read at the Educational Testing Service Western Regional Conference on Testing Problems, 1964, ERIC Accession No. ED 011 518.

Findings from the literature and field work indicate that a competency examination, in lieu of some formal credentials, in business and office education is both desirable and at least in part, possible, to serve the following purposes:

1. To provide potentially qualified persons without the paper credentials an avenue for vocational certification.
2. To reveal areas of weakness to potentially qualified persons so that intelligent suggestions can be made regarding needed preparation to meet the requirements.
3. To suggest ways in which present certification requirements might be modified.
4. To increase the supply of available vocationally competent teachers.

The Problem

The development of a competency examination for preparatory teachers and teacher coordinators in vocational business and office education has three dimensions:

1. To determine the rationale for such an examination by reviewing the literature and gathering expert opinion
2. To develop a competency examination
3. To recommend administrative procedures for conducting the examination.

Procedures Used to Develop the Competency Examination

1. Library research, including extensive use of the ERIC Center on The University of Michigan Campus.
2. Letters of inquiry to twelve states requesting information or sources of information about vocational competency examinations.
3. Field trip to the Vocational Education Department at Eastern Michigan University at Ypsilanti, Michigan.
4. Special Meeting #1: December 17, 1968, in Ann Arbor. Participants were James Bradley, Saline Area Schools; Karl Stearns, Division for Vocational Education; Wells Cook, Central Michigan University; Frank Lanham, Wayne State University; Harry Ward, Larry Everett, and Edwin Weber, The University of Michigan. There was unanimous agreement that a competency examination was both desirable and feasible. It was decided that the examination should have the following elements: The State Office should

act as the clearing house. Administration of the examination will be by a committee of three which may include a representative of the State Office, a teacher educator, a businessman or labor representative, and a practicing vocationally certified teacher or teacher coordinator. There will be a fee (determined later) to cover the costs of administration. Applicants will be examined through written tests, oral interview, and/or manipulative tests; multiple forms may be desirable. Prerequisites which an applicant must have before taking the examination are: (a) Bachelor's degree with major or minor in subject-matter area, and (b) provisional or continuing secondary teaching certificate. NOTE: A subsequent meeting reviewed and modified this decision. The examination must function within the parameters designated by the State Plan for Vocational Education. Those skills, knowledges, and experiences which are to be elicited by the examination include, but are not limited to: communication ability, innovativeness, problem solving and the consequences of decision making, on the job decision-making ability, and the array of elements derived from work experience which have yet to be clearly identified. Case studies and the in-basket technique were suggested as useful testing means.

5. Interviews with 25 coordinators on a statewide basis were conducted during April-June, 1969. Results are incorporated in this report.
6. Discussions were held with twelve graduate vocational education students at the UM Flint Extension Center in March, 1969.
7. A before-after questionnaire was administered to 41 students enrolled in the UM-Wayne State Summer Work Study Program in 1969. A detailed report and chart are included in the Work Experience section of this project.
8. Special Meeting #2: December 4, 1969, in Ann Arbor. Participants were James Bradley, Coordinator, Saline Area Schools; Bonnie Distler, Office Coordinator, Ypsilanti Public Schools; Larry Everett, Research Associate, UM; John Kushner, Supervisor, Office Education, Detroit Public Schools; Janet Linn, Office Coordinator, Belleville High School; Mary May, Office Coordinator and Data Processing Teacher, Dearborn High School; Dean Payne, DE Coordinator, Belleville High School; and Edwin J. Weber, Project Director, UM. Progress on the project to date was reviewed and the rationale for the examination and the test items were discussed. Suggestions for clarification and modification for both the rationale and the test

items have been incorporated in the final project. The groups' reaction to the competency examination proposed was very favorable.

9. Special meeting #3: December 15, 1969, in Lansing. Participants were Richard Shupe and Karl Stearns, Division of Vocational Education; and Larry Everett and Edwin Weber, The University of Michigan. The rough draft of the project was presented and discussed. It was decided to include the National Teacher Examination in Business or a similar comprehensive examination in technical subject matter and/or skills. It was also felt that the project report would not have to be considered confidential and that more copies than originally planned should be printed for wider distribution. To allow time to investigate and incorporate these two considerations, a request to move the deadline for project completion to February 15, 1970, was initiated.

Related Literature and Other Information

Information gathering was initiated by sending letters requesting the present status of competency examinations in business and office vocational certification procedures to twelve states which are geographically near Michigan or are reputed to have progressive vocational education programs.[6] Replies indicated that no such competency examination is used or is being planned for business and office education preparatory teacher or teacher coordinator vocational certification applicants at this time. No respondent was able to refer to a source for information about competency examinations in business and office teacher certification programs.

At the same time library resources, including the Educational Resources Information Center (ERIC) on The University of Michigan Campus, were searched for related materials. Letters requesting materials were sent whenever a likely source of pertinent information was located.

The review of the related literature on the subject of vocational competency examinations included the entire field of vocational education. While helpful suggestions were found in the trade and industrial area, and in distributive education, only a limited number were found which dealt with business and office education and these in a general way.

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[6] See Appendix A for a copy of the letter and a list of the states to whom letters were sent.

The literature supports the findings from inquiries to the several states that no competency examination exists as such at this time for business and office education personnel. At also, both directly and indirectly, substantiates the need for this type of examination. With reference to trade and industrial education, Vezzani wrote, "Teachers in occupational preparation, retraining or upgrading programs must possess the skills required in the occupation and also be proficient in the mechanics of developing these skills in the trainee."[7] Schaefer supports Vezzani with, "The key to a successful vocational education program is good teachers and trade competency is the first requirement for this kind of teacher."[8] While both men were writing of trade and industrial education where a long apprenticeship is often necessary before an individual is considered a skilled tradesman; they are both also lending support to the concept that certain competencies can and should be identified and measured. In distributive education, Crawford[9] has attempted to identify terminal and enabling objectives of distributive education personnel in order to develop curricula in distributive teacher education, although only an exploratory attempt was made to develop test items. Cook[10] writes of "job-level competency" and occupational competency" in support of the concept that such competencies do in fact exist, should be clearly identified, and might be measurable. While all of the above state that the successful vocational teacher must have trade competencies, the problem has been to identify the "trade competencies" and to devise test items and measuring instruments. Or as Jerome Moss, Jr. puts it:

> "How do we assess the individual competencies (including characteristics) (a) assumed prerequisite by teacher education programs, (b) shown required for successful performance after entry into the program, and (c) demonstrated to be influential in subsequent success and

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7 A. A. Vezzani. "The Vocational Teacher: Finding, Training, and Qualifying Him," School Shop, Vol. XXIV, April, 1965, p. 49.

8 Carl J. Schaefer, et al. The Advanced Degree and Vocational-Technical Education Leadership (A Symposium), March 31, 1966, Rutgers, The State University, Graduate School of Education, ERIC Accession No. ED 010 015.

9 Lucy C. Crawford. A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, Final Report of Research Project, USOE Grant No. OE-6-85-044, June, 1969.

10 Fred S. Cook, et al. Guidelines for the Preparation of Office Occupations Teachers, USOE Project No. 6-1522-1-32, 1966. Material cited also appeared in Business Education World, February, 1967, in summary form.

> and satisfaction as a teacher? The interrelationships between this category of studies and the categories of input, program, and job requirements are obvious, but the problems of instrumentation for identification are enormous."[11]

The nearest useful example of the development and use of the vocational competency examination is in Michigan in the trade and industrial area. Dr. Gerald Greiss was contacted and a fact-finding trip was undertaken to the Vocational Education Department of Eastern Michigan University which acts as a clearing house for competency examinations in trade and industry on a statewide basis. Here a large number of examination questions are kept on file and a separate written examination is prepared on request for each applicant. The same facility also provides electronic grading of the finished tests. The written examination is followed by a personal interview of the applicant by a committee consisting of educators and practitioners of the trade.

Dr. Greiss recommended a two-day examination period be utilized: one day for the written section; one for the interview or oral section. He also noted that costs for the examination vary from school to school but may range up to $125 plus travel expenses for the examiners.

In the next section, utilizing the results of the information gathering procedures reported above, an attempt has been made to develop a rationale and test questions for each of the following areas: (1) technical content and skills, (2) professional teacher education with special materials for the teacher coordinator, and (3) work experience.

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11 Jerome Moss, Jr. Review of Research in Vocational Technical Teacher Education, Minnesota Research Coordination Unit in Occupational Education, September, 1967, ERIC Accession No. 016 803, p. 16.

Technical Content and Skills

Rationale

The rationale which has been accepted for the technical content and skills examination is simply but succinctly stated by Rowe: The teacher of vocational office courses in our schools should possess at least the skills and knowledges he expects of his students in terminal vocational classes.[12]

Examination

For this portion of the competency examination, three professionally prepared tests are available: (1) The National Teacher Examination, (2) The National Business Entrance Tests, and (3) The Certified Professional Secretary Examination. The appropriate test will be selected by the applicant and his committee or advisor(s) after his application and supporting materials have been reviewed.

The National Teacher Examination has been developed by the Educational Testing Service, Princeton, New Jersey. It is "designed to provide objective, standardized measures of the academic achievements of college seniors completing four-year programs of teacher education. The examination assesses cognitive knowledges and understandings in the three areas of academic preservice preparation for teaching which are included in practically all teacher education curricula, specifically, (1) general education, (2) professional education, and (3) subject field specialization."[13] The examination does not attempt to measure manual skills; this topic is dealt with later.

"The nature of the testing program offered by Educational Testing Service is determined largely on the advice of leaders in education from all parts of the country who consult with ETS on various aspects of the programs. The following business education committee was appointed in 1966 from a panel nominated by the National Business Education Association: John E. Binnion, Texas Technological College; T. James Crawford, Indiana University; E. Charles Parker, Utah State Department of Public Instruction; John C. Roman, Cincinnati (Ohio) Public Schools; and Carrol E. Waggoner, Dade County (Florida) Schools.

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12 John L. Rowe. "Current Issues in Teacher Certification," National Association for Business Teacher Education Bulletin 88, (Proceedings of the 1968 Convention), pp. 18-24.

13 Compiled from information received from Educational Testing Service, Princeton, N. J. 08540.

The examination is currently scheduled four times each academic year at testing centers which ETS establishes for the convenient testing of all candidates throughout the country. The cost varies from $9 to $13 depending upon the number and type of examination taken. More specific information can be obtained by writing to Educational Testing Service, Princeton, New Jersey 08540, requesting the NTE Bulletin of Information for Candidates.

It should be noted that ETS describes a common use for examination results as "in lieu of certain courses required for certification in some fields."

The National Business Entrance Tests are achievement tests measuring marketable productivity in one or more of five basic office jobs: bookkeeping, general office clerical (including filing), machine calculation, stenography, and typewriting. In all tests, an attempt is made to simulate actual working conditions in an office. A Business Fundamentals and General Information Test completes the series. The NBETest items are consistent with recognized educational objectives and can be used with any textbook. Easy administration of the tests and interpretation of the results are features of the NBETests.

National Business Entrance Tests are prepared by testing specialists and business educators. Each test is reviewed by qualified office executives; in addition, the Joint Committee on Tests employs the services of a consultant who is a nationally recognized expert in test construction and measurement. To utilize this test, a testing center could be established at a convenient location by the State Office. Usually three "test months" are established each year. The cost of the test(s) ranges from $1 through $5.50, depending upon the number of test areas selected.[14]

Additional information can be obtained from the Joint Committee on Tests, National Business Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

The Certified Professional Secretary Examination consists of five objective-type tests in the areas of human relations and personal adjustment, business law, business administration, secretarial accounting, and secretarial procedures. A sixth production-type test is in secretarial skills.

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[14] Compiled from information obtained from the Joint Committee on Tests, National Business Education Association, Washington, D. C.

The examination is prepared by committees of Certified Professional Secretaries under the leadership of one of the educational members of the Institute for Certifying Secretaries, with the help of a trained test consultant.

The skills test is prepared by a leading business educator in the United States and is given a "trial run" in two parts of the country before being incorporated into the examination battery. The complete examination is reviewed, item by item, at a review session of the Institute before the examination is ready for administering.

Further information can be obtained from the Institute for Certifying Secretaries, Suite 410, 1103 Grand Avenue, Kansas City, Missouri 64106.[15]

In addition to the above nationally-administered tests, some teacher training institutions have developed tests locally to assess the previous training and competence of students, particularly in the areas of typewriting, shorthand, transcription, and office machines operation. It is recommended that, as in the past, the results of these tests be recognized by the Division of Vocational Education for vocational certification purposes.

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15 Compiled from information received from the Institute for Certifying Secretaries and an article by Mina M. Johnson, "Standardization of Professionalism for the Secretary," in Selected Readings in Business and Office Occupations, National Business Education Yearbook, No. 5, 1967.

Professional Vocational Teacher Education

Rationale

What are the desired competencies expected from vocational teacher education programs? This has been a difficult rationale to develop. With the exception of Crawford, referred to previously, who has attempted to specify these competencies in distributive education personnel, textbooks and other sources do not reveal specific competencies. However, there are two common elements: The need to work from actual occupational information and the need to help the student match the requirements of the occupation or cluster of occupations based on this information. From these elements the following rationale has been developed:

1. Vocational Teachers Need Occupational Information. From a base of national, state, and local manpower needs, job descriptions, and job analyses, programs are developed to educate and train workers to fill these needs. This means development of a relevant program, the determination of facilities and equipment, and the methodology through which education and training can best be accomplished. Such courses as methods, principles, and curriculum, and indeed entire programs for teacher education must be rationalized on this basis as should innovative projects.

2. Vocational Teachers Need Guidance and Counseling Information. Meshed with occupational information, this area of education and training deals with the assessment of student interests, abilities, aptitude, attitudes, and achievement as they relate to occupations in the business and office area. Surveys of occupations, precise definitions of competencies required for entry to a cluster of occupations and in some cases, specific prescription, are essential. Some competencies related to attitude development and continuous learning must be deliberately developed. Community agencies and interdisciplinary approaches must be known and used in an attempt to help each student to know and to find himself in relation to the world of work.

For some teachers and teacher coordinators, the following information may be needed:

3. Administration and Supervision in Vocational Education and training programs: New programs, federal, state, and local legislation which provides resources and how to participate in such programs, characteristics of a successful program, including survey and evaluation techniques, and the organization, administration, and supervision of a total program which makes use of all available school and community resources in the interests of the student.

The teacher coordinator in a cooperative occupational training program has received special attention from several sources. Crawford,[16] Mason and

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16 Crawford, op. cit.

Haines,[17] Ivins and Runge,[18] and Weber,[19] among others have attempted to identify teacher coordinator competencies. There seem to be enough "unique" competencies in the work of the teacher coordinator to include this special area in the competency examination.

4. Coordination of Cooperative Occupational Training Programs. Setting up a new program or entering an ongoing program; public relations and information services; working with an advisory committee; selecting students; training stations, training plans, legislation; related instruction; youth groups; evaluation techniques and procedures; and professional activities for teacher coordinators. Where does the cooperative occupational training program fit into the total program of general and vocational education and training?

Examination (General)

Based upon the candidate's application and credentials, examination questions will be selected from or related to the following items:

1. Describe (number) of the following educational plans which have been devised to integrate business and office skills. Relate to your particular field.

   a. Senior Intensified Program
   b. Blocktime Program
   c. Project Method
   d. Modular Scheduling
   e. Flexible Scheduling
   f. Model Office
   g. Office Simulation
   h. Cooperative Occupational Training Program

2. What are the general education requirements that seem to be prerequisite to most entry-level jobs in business and office occupations? What is the responsibility of the vocational business and office occupations teacher to help the student meet these requirements?

3. Describe the educational setting in which vocational business and office skills, information, and attitudes can be most easily understood and effectively learned by the student.

4. Individualizing instruction for vocational business and office students in relation to their stated vocational goals seems to be a necessary ingredient in an effective vocational education and training program. Can you suggest several ways in which this is being done or can be done?

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17 Ralph E. Mason and Peter G. Haines. Cooperative Occupational Education and Work Experience in the Curriculum, Danville, Illinois: The Interstate Printers and Publishers, Inc., 1965.

18 Wilson H. Ivins and William B. Runge. Work Experience in High School, New York: The Ronald Press Company, 1951.

19 Competencies of teacher coordinators have been systematically discussed with 25 Michigan teacher coordinators. The final report has not yet been compiled.

5. Some experts say that the school's primary vocational function is to prepare students for entry-level jobs. Others maintain that we should also be concerned with advancement on the job. What is your position?
6. Differentiate between entry-level job requirements and those characteristics needed for advancement on the job.
7. How have you kept current with regard to business and office job requirements, facilities, equipment, and training programs?
8. In what way are you qualified to counsel a student who is interested in preparing for a career in business and office occupations?

Examination (Specific, Administration and Supervision)

Depending on the candidate's application and credentials, he may be examined on one or more of the following items:

1. Describe the content and effects of the Vocational Education Act of 1963 and Amendments on vocational office occupations programs in Michigan.
2. How does a school system go about participating in federal and/or state supported programs?
3. What is the purpose of supervision of business and office vocational teachers and teacher coordinators?

Examination (Specific, Teacher Coordinator)

1. List the differences between general work experience and a cooperative occupational training program experience.
2. Describe the advantages and disadvantages of the cooperative occupational training program in terms of the student.
3. Describe the functions of the following:
   a. The advisory committee
   b. Public relations
   c. Youth organizations
4. What are acceptable criteria for the selection of students for the cooperative occupational training program? Rationalize each criterion.
5. What are the characteristics of a good training station?
6. What is a training plan? How and why is a training plan developed?
7. Differentiate between general and specific related instruction in the cooperative occupational training program related class.
8. In terms of conflict between the employer and the student, what should the role of the teacher coordinator be?
9. What are the legal requirements for the employment of minors in the State of Michigan? Where can information be obtained? How kept up to date? What is a deviation?
10. Identify the following:
    a. AVA
    b. MOEA
    c. MBEA
    d. NBEA
    e. Regional Coordinator Associations

11. What have you done (course work, conferences, observations, reading, workshops, or the like) during the past five years to keep your information and skills up to date? How have you related these experiences to your classroom teaching? Be specific.

12. Why do you want to be a teacher coordinator?

Work Experience

Rationale

Why is work experience required for the vocational preparatory teacher and the teacher coordinator of business and office occupations preparatory and cooperative occupational training programs? Can the competencies that are expected from work experience be identified and used as a basis for assessment rather than or as a supplement to the arbitrary time-based requirement that is now the practice? In developing this part of the competency examination, the position has been taken that this can be done to some degree and a first attempt has been made to do so. Use of the examination will lead to further refinements and should result in a useful assessment instrument.

In reviewing the literature related to work experience, and in consultation with some seventy business and office occupations teachers and teacher coordinators, the following classification scheme for identifying the competencies to be developed at least in part through work experience was devised.[20]

1. First-hand experiences lend realism and authority to the teacher or teacher coordinator's work in the classroom as well as with the employers and general public. He acquires specific information including anecdotes; case studies; descriptions of physical plant, equipment, and duties; interpersonal relationships; and the effect of attitudes on work.
2. Updating. He develops an awareness of new equipment, procedures, trends, requirements, and the like.
3. Development of "skills." He utilizes office tasks as a media for honing his own precision in typing, shorthand, etc. He also learns to integrate skills and some of the problems involved in the integration process.
4. Occupational guidance information. He becomes familiar with specific requirements for entry-level jobs, as well as lines and requirements for advancement.
5. Students' point of view. Especially through the use of a summer field experience program, he is thrust into a situation in which he is the student in a classroom and a coop worker on the job; one is thus forced to perceive a cooperative program as does a student.
6. Emotional investment in the job. He experiences the actual stress, pressures, frustrations, sense of achievements, and the like which are part of every job.
7. Employer and employee attitudes. He becomes directly associated with the roles, feelings, and attitudes of others on the job, and with the problems that are attitude-rooted.

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20 See Appendix B for detailed report.

Examination

The following test items were developed to reflect one or more of the items listed in the classification scheme.

1. Describe (number) incidents which you observed or were involved in which relate to business and office training and education and show how you would use them in teaching. Specific situations in business or office employment are preferred.

2. List and describe five significant changes that have occurred during the past ten years or are now occurring in business and office occupations. What are the implications for business and office occupations instruction in terms of curriculum or programs, methodology, and facilities and equipment, i.e, the physical classroom environment?

3. What seem to be the generally accepted entry-level business and office occupations job requirements today? Choose any three business and office occupations and describe entry-level job requirements. What, in other words, do employers look for in prospective employees in terms of specific skills, information, and attitudes?

4. Describe as clearly as you can the feelings of a young person as he approaches his first job interview...and as he starts a new job. What can you do to prepare him for these experiences?

5. Differentiate between a normal or traditional business and office occupations classroom, a simulated or observation experience, and actual on-the-job work experience. What are the educational advantages and/or disadvantages of each?

6. The employee who can do, often does not do. Why?

Suggested Procedures for Administering the Competency Examination

The competency examination consists of three basic sections: written, oral, and or manipulative. An applicant may be required to complete any or all sections depending upon the review of his application and credentials. Exact requirements will be determined by the Division of Vocational Education and/or a teacher educator. Recommended procedure follows:

1. Candidate makes written application to (a) a teacher training institution or (b) the Division of Vocational Education, including a completed form 4151 and supporting credentials such as transcripts, requesting that he be considered for a competency examination.
2. Teacher educator and/or Division of Vocational Education representative reviews form 4151 and credentials to determine eligibility for and type of examination(s) to be administered.
3. Teacher educator and/or Division of Vocational Education representative select examination committee, consisting of three persons (including DVE staff member, teacher educator, and a practitioner in education or a businessman); determine examination date(s) and site and inform applicant. In the case of National Teacher Examination and institutionally administered tests, applicant must initiate arrangements.
4. Although necessarily flexible because of the various types and combinations of examinations possible, the recommended schedule of the examinations (except for NTE and institutionally administered tests) is as follows:
   a. One day for written examination, to be read the same evening by the committee.
   b. One-half day for the oral examination and interview, based in part on the written examination, and exploring further the preparation, personality, and attitudes of the applicant.
   c. If a manipulative examination is included, it would probably be a part of the first day's activities.
5. Suggested fee schedule: $50 per day plus expenses for each committee member. This would total between $175 and $225 per examination.
6. Results, including suggestions and recommendations based on the results, are to be reported to the Division of Vocational Education and to the applicant. A copy may be sent to the teacher training institution if involved.
7. It is recommended that the Division of Vocational Education coordinate the examination arrangements until a Central Agency can be appointed.

APPENDIX A*

October 18, 1968

Mr. Wesley P. Smith, Director
Department of Vocational Education
State Department of Education
Sacramento, California 95814

Dear Mr. Smith:

At the present time, I am involved in a research project for The University of Michigan funded by the State Department of Education. This project is concerned with vocationally certifying Office and Distributive Education teachers by competency examinations. Many states provide competency examinations in lieu of a portion of work experience for Trade and Industrial Education, but little mention is made of such examinations for Office or Distributive Education.

Are you now certifying Office or Distributive Education teachers by competency examination, or do you plan to do so in the future? If so, would you please send me a copy of that portion of your state plan covering this area and any material or examinations available.

If you know of another state that is doing some work in this area, would you please send me the name of the person or agency to contact.

Your cooperation will be greatly appreciated. Thank you.

Sincerely,

Harry G. Ward, Jr.
Graduate Assistant, Business Educ.

HGW/ss

*Copy of letter of inquiry which was sent to twelve states.

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APPENDIX B

Supplementary Comments, Evidence, and Rationale for Work Experience Examination

In the attempt to specify vocational competencies derived from work experience, the literature provided a wealth of opinion on the value of work experience to the vocational teacher. Although many questioned the arbitrary time-based requirement of 1-, 2-, or 3-years of work experience for vocational certification, there was virtually unanimous agreement that "some" work experience was a necessary and desirable requirement.

Lee (1938) wrote: "Instructors must have been occupationally trained in the trade or occupation they are to teach."[21] Haas (1949) agrees: "...genuine occupational experience prepares teachers to get the 'feel of the instructional job,' and to be ready and able to meet new tasks as they arise."[22] Ivins and Runge (1951): "Any coordinator should be familiar with the occupations and work life of students who are being trained under his supervision. A minimum of one year of experience in this work area should be required. Many states require three, and some as many as six. If a coordinator is to teach vocational and related classes, he should know what goes on in the jobs he is teaching. For example,...The teacher of office practice should have had experience as a typist, a stenographer, and a bookkeeper. Progressive experiences showing advancement on the job are also most helpful to the coordinator."[23] Logan (1967) wrote: "A teacher-coordinator will be far better prepared to present his instruction if he speaks from a background of experience in his field. This experience lends something in terms of respect and acceptance not ordinarily derived from book learning alone...Students, also, quickly recognize and respect an instructor who speaks with the authority of practical experience."[24] And finally, the United States Office of Education (1967) supported work experience in the preparation

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21 Edwin A. Lee. Objectives and Problems of Vocational Education, New York: McGraw-Hill Book Co., Inc., 1938, p. 27.

22 Kenneth B. Haas. Distributive Education, New York: The Gregg Publishing Co., 1949, p. 258.

23 Wilson H. Ivins and William B. Runge. Work Experience in the High School, New York: The Ronald Press Company, 1951, p. 199.

24 Otto K. Logan. In Guidelines in Cooperative Education, Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1967, p. 127.

of vocational distributive education teachers: "...it develops the self-confidence needed for the teacher of distributive subjects to relate classroom instruction to the realities of distributive employment. It also adds prestige to the teacher-coordinator's position as he works with the business community."[25]

In addition to the review of pertinent literature, some seventy teachers and teacher coordinators were interviewed either by questionnaire, by personal interview, or by a combination of both questionnaire and interview.

Included here is a table summarizing the responses of forty-one graduate students (including a few certified vocational teachers) before and/or after they completed a supervised cooperative work experience course during the summer of 1969. Most of the students were actually gainfully employed, with the remainder electing a special program of observation in office or distributive occupations.

There are a total of forty-one responses. Twenty-seven students responded both before and after the course; five students responded <u>before</u> only for a possible total of 32 before responses (27 plus 5); nine students responded <u>after</u> only for a total possible of 36 after responses (27 plus 9).

To eliminate the effects of double counting in the table, the "before only" could be from either the five who responded only before or from the 27 who responded both before and after, but who discussed the particular category before only. A similar system is utilized for the "after only" responses. The "both" responses come from the twenty-seven who responded both before and after the course. [See Table 1 on the next page.]

The same forty-one students brought out important points in their comments. A few typical remarks follow:

> "Teachers forget what it's really like to be in the office--it is relevant that they share personal experiences with the students."
>
> "I learned what business really wants...I feel that because of the everchanging society, it is almost mandatory that a vocational teacher not only have some experience but also that a teacher go back to business every year or so to find out what things are changing."
>
> "The materials of instruction and what the teacher has to say would have more validity if it is based on personal experience. Recent changes and innovations offered me new and varied experiences I could pass on to my students."

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25 <u>Distributive Teacher Education, Its Role and Services</u>, U. S. Department of Health, Education and Welfare, Office of Education, 1967, p. 12.

TABLE I

Category+	Before Only	After Only	Both	Total	Rank (Total)
1	10 10 of 32	15 15 of 36	12 12 of 27	37* 37 of 41**	1
2	6 6 of 32	9 9 of 36	3 3 of 27	18* 18 of 41**	3
3	0 0 of 32	4 4 of 36	1 1 of 27	5* 5 of 41**	5.5
4	6 6 of 32	11 11 of 36	6 6 of 27	23* 23 of 41**	2
5	1 1 of 32	3 3 of 36	0 0 of 27	4* 4 of 41**	7
6	2 2 of 32	6 6 of 36	0 0 of 27	8* 8 of 41**	4
7	0 0 of 32	5 5 of 36	0 0 of 27	5* 5 of 41**	5.5

* Indicates number of responses
** Indicates number of responses to potential total responses

"More confidence in myself as far as clerical skills are concerned. More experience in the area of human relations."

"...to learn what is absolutely necessary for the beginning employee to know and what may be the best way to teach..."

"It casts the teacher in the role of a student and makes the teacher more sensitive to the problems a student encounters in a learning situation."

"...become much more aware of the interaction of people in an office..."

"I never had had the experience of disconnecting an important caller, or feeling the pressure in accuracy and speed."

"After having talked with a few beginning workers, I have become aware of the kinds of attitudes they bring to the job with the, which has led to my feeling that more emphasis needs to be placed on personality development."

"I got a lot of experience at typing, running an MTST typewriter, and working under pressure. Work experience gives the vocational teacher concrete examples to make their business classes more realistic."

+ See pg. 16 for list of categories.

APPENDIX C

Comments made by State Directors regarding the use of competency examinations:*

"Competency or trade tests may be used to partially substitute for work experience in cases where the applicant may have some work experience deficiency. Also, the competency or trade test can be valuable in determining knowledge acquired through work experience."

"Never the sole means of certification."

"Combination of occupational and professional education."

"As a check."

"May be beneficial in partially determining the applicant's knowledge of the trade. In my opinion, there is no substitute for experience."

"Competency tests may be used in conjunction with educational training and work experience."

"Competency or trade tests could serve as a substitute for part of the required work experience."

"As a partial substitute for work experience. Actual experience gives more than work competency."

"Only as a means of determining if they are competent to be approved to work toward a certificate."

"To furnish additional information for evaluation."

"To verify depth and breadth of work experience."

"Still must have professional teacher training. Must have some practical work experience."

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* Kazanas and Kieft, op. cit., pp. 42-43.

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